DOCUMENT RESUME

ED 410 071 RC 020 620

AUTHOR	Hedlund, Dalva E.; Hine, Lynn Drumheller
TITLE	The Teacher's Influence on Rural Adolescents.
SPONS AGENCY	Department of Agriculture, Washington, DC.
PUB DATE	Aug 95
NOTE	72p.; Support also provided by the New York State Rural Education Advisory Committee.
AVAILABLE FROM	Rural Schools Program, Department of Education, Kennedy Hall, Cornell University, Ithaca, NY 14853.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Aspiration; Critical Incidents Method; Ethics; *High School Graduates; High Schools; Interviews; *Rural Education; Rural Youth; *Secondary School Teachers; Self Esteem; Teacher Expectations of Students; *Teacher Influence; *Teacher Student Relationship
IDENTIFIERS	*Student Perceptions of Teacher

ABSTRACT

Sixteen graduates of rural high schools were interviewed and asked to describe specific interactions with adults during their high school days that had significantly affected their thoughts about themselves or their future. Brief discussions examine the reasons that teachers have an impact on rural adolescents, what constitutes a "rural" teacher impact, the relationship between rural education and the rural community, and the importance of teacher actions in light of their professional responsibilities to young people. The interviewees' perceptions were grouped into five clusters, each of which was divided into positive or negative outcomes: learned values, life choices, self-esteem, academics, and social skills. Teacher actions were clustered into professional and relationship actions, each one divided into positive or negative outcomes. Results indicate that some teachers had tremendous influence on some students, and with one exception, all participants mentioned at least one teacher who had a positive influence on their life. Teachers seem to have a high probability of affecting academic motivation and performance, but there were relatively few examples of teachers affecting values, and these tended to be negative. Implications for professional ethics and teaching practice are discussed. Appendices include 14 references; interview results; and descriptions of participants by education, rurality of school, and gender. (TD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 410 071

The Teacher's Influence on Rural Adolescents

Dalva E. Hedlund and Lynn Drumheller Hine

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Dalva E. Hedlund
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

RC 020620

2

BEST COPY AVAILABLE

The Teacher's Influence on Rural Adolescents

Dalva E. Hedlund and Lynn Drumheller Hine

Department of Education
Cornell University

This research was supported by a grant from the New York State Rural Education Advisory Committee and the U.S. Department of Agriculture Hatch Grant 137410.

Thanks to all of the rural young people that were concerned enough about rural education to volunteer.

We express our appreciation to the professionals in participating rural schools whose dedication is certainly an under-valued asset in their communities.

Copies of this report may be obtained through the Rural Schools Program, Department of Education, Kennedy Hall, Cornell University, Ithaca, NY 14853.

Department of Education
Cornell University
August, 1995

Table of Contents

What We Did 1

How We Did It 2

Thoughts About Why Adults Make a Difference 3

Rural? 7

Rural Education? 8

Perceived Student Outcomes 10

Teacher Actions 11

Why are Teacher Actions Important? 12

Clusters of Teacher Actions 13

.. Professional Actions Resulting in Positive Outcomes 13

.. Professional Actions Resulting in Negative Outcomes 18

.. Relationship Actions Resulting in Positive Outcomes 20

.. Relationship Actions Resulting in Negative Outcomes 24

Thoughts About the Research 26

References 29

Appendix A: Clusters of Teacher Actions 31

.. Professional Actions Resulting in Positive Outcomes 31

.. Professional Actions Resulting in Negative Outcomes 45

.. Relationship Actions Resulting in Positive Outcomes 47

.. Relationship Actions Resulting in Negative Outcomes 63

Appendix B: Participant Education by Rurality of School and Gender . 66

What We Did

Common sense says that adults must make a difference in the lives of adolescents. Most of the research on adolescents agree that parents have the most influence (Galbo, 1989). We agree and participants in our research agree. But how do nonparental adults, particularly educators, impact young people? We were particularly interested in aspirations (life choices about further education, career) and what has been identified in the literature as "quality of life decisions" (marriage and family, choice of living situation, and how one uses time in general).

In this paper we discuss the impact of teachers on rural adolescents. We are using "teacher" in a generic sense to mean education professionals: teachers, counselors, administrators, coaches, etc., because they all function in teaching roles.

We interviewed 16 graduates of rural schools, all of whom we think are leading successful lives. Thirteen of these young people were original participants in the Program in Rural Youth Development (PRYDe), a longitudinal study of rural adolescent development (Hedlund, 1993). The other three were enrolled at Cornell University, two undergraduates and one graduate student. The PRYDe participants had been out of high school four or five years. Some had graduated from college, some were still enrolled, and some did not attend college. (See Appendix B for a description of the participants.)

How We Did It

Participants were asked to remember back to their high school days and describe specific interactions with adults that had a significant impact on the way they felt about themselves or thought about their future. This was the introduction to the interview:

> Describe a specific interaction you had with an adult while you were in high school that significantly affected the way you thought about yourself and/or about your future directions or plans.

- Describe as many interactions as you can remember.
- "Adult" can be:
  - a teacher, counselor, or someone else associated with your high school;
  - someone from the community such as a minister, youth leader, employer, or neighbor;
  - a person connected with your family; or
  - possibly an older friend or romantic involvement.
- The effect of the interaction could be perceived as positive or negative.
- What was your part in making the outcome happen?

Note that we did not inquire about parents or family members. Nevertheless, almost all of the interviewees mentioned family interactions. The interview design was an adaptation of the critical incident technique (Flanagan, 1954; Andersson & Nilsson, 1964; Woolsey, 1986). We only discuss critical incidents involving adult interactions in high school (a teacher, counselor, or someone else associated with your high school) in this publication.

Thoughts About Why Adults Make a Difference

While examining the adult interactions in the interviews, we stayed with what participants said and grouped similar "critical incidents" that they reported. It is useful, though, to think about possible reasons teachers have an impact on rural adolescents. Here are some things to consider while you read the particular critical incidents which follow later.

- **Respect**

Although difficult to define, respect was a common theme throughout the interviews. The *American Heritage Dictionary* (1992) gives some insight into the meaning:

Verb

- 1. To feel or show deferential regard for; esteem.
- 2. To avoid violation of or interference with: respect the speed limit.
- 3. To relate or refer to; concern.

Noun

- 1. A feeling of appreciative, often deferential regard; esteem.
- 2. The state of being regarded with honor or esteem.
- 3. Willingness to show consideration or appreciation.

Participants often said something like "He treated me like an adult" or "I felt like a person, not just a kid." They responded positively to being treated with respect.

Likewise, the adults who had positive impacts were respected by the young people. These teachers were held in esteem and related to with regard.

Lickona (1991) simply says respect is showing regard for the worth of someone. He argues that education needs to instill respect and that the prime method of teaching it is to treat students with respect.

The Teacher's Influence on Rural Adolescents

- **Expectations**

The expectations that teachers communicate to kids tend to become self-fulfilling prophecies. Expectations can be either positive or negative. Considerable research lends weight to the importance of the Pygmalion effect: what we expect of others, or of ourselves, does tend to become true (Cooper & Good, 1983).

Many of the incidents describe interactions where the teacher was firm or demanding, tempered with respect, and even though the student had difficulty with the responsibility, she/he profited from the high expectation.

Other incidents report negative expectations from teachers. In the cases where these expectations were not self-fulfilling there seemed to be another adult providing a positive perspective on the student's capabilities.

- **Bias or Labelling**

Many incidents discussed problems resulting from the preconceived idea that the teacher had about who a student was. This issue is confounded by the nature of a rural school in a rural community (Hedlund, 1993). Some students we interviewed were third generation in the school. Teachers remember previous generations of the same family and tend to attribute the same characteristics, desirable or undesirable, to the present individual. In consolidated schools, students from certain locales acquire certain characteristics. And because rural schools tend to be small, teachers are acquainted with individual students in different classes over a period of years: everyone knows everything about everybody.

These types of biases can be quite detrimental to a student who acquires a label which sticks over the high school years. Even "positive" bias is damaging. Some interviewees who performed very well in high school felt guilty because they "could get away with anything," or talked with disdain about the teacher they could talk into anything because of the student's reputation.

- **Relevance**

A common theme among critical classroom incidents that positively affected students' academic motivation, involvement and performance was that the teacher made the topic relevant. There were many illustrations of how relevance was achieved. All the teacher actions, however, involved the student in the learning activity, related material to something the student understood, or to a story line in which he/she was personally interested.

- **Communication**

How the teacher communicates is common to all of these explanatory ideas about adult impact on the adolescent. Many participants mentioned that they could talk to a particular teacher who had a significant positive impact on them. Respect, of course, is communicated through actively listening and trying to understand the adolescent point of view. Lack of respect is obvious when a student feels she/he has not been heard or is not held in enough regard to be understood. Expectations are communicated both explicitly through words and implicitly through nonverbal cues which indicate teacher attitudes and emotions. Likewise, biases are evident through communication.

Good interpersonal communication involves listening carefully to an individual and clarifying your understanding of the other's point of view. Then you must express yourself clearly in a manner that the student can understand:

1. Actively listen

2. Express yourself clearly

Sounds easy, right? Yet, the interviews are full of instances where such straightforward communication failed. When you communicate well it involves the difficult work of paying attention to what is happening in the present moment and being aware of your own biases. Then you express yourself in a manner that maintains your own integrity while respecting the other person, with an intent or goal in mind (Barnes, 1992).

Within the context of good communication skills, it is the intent or goal of communicating with adolescents that marks a teacher's responsibility. Remember, the term "teacher" is used here generically to indicate rural education professionals (teacher, coach, counselor, principal, etc.) because they function in teaching roles. We are using "act" or "action" to describe teacher behaviors which impact students. An act is a volitional behavior, performed willfully with awareness. Teachers have control of their actions and should be aware of their professional intention when interacting with students.

Rural?

What is rural about the impact of teachers on adolescents? From one perspective, our participants are talking about teacher actions that could occur in any school setting and so the conclusions have wide generality to adolescent-teacher interactions. From another perspective, the interviews are so filled with the rural context of schooling that almost everything participants said applies to rural schools. Some of the characteristics of rural schools were mentioned above:

- Teachers know students over a long period of time.
- Students may be the second or third generation of their family in the school.
- Various labels tend to get applied to students from different localities or different socioeconomic groups.
- Many of our participants, particularly obvious among those from a farm family, discussed a set of personal values that represent rural experience (Esterman & Hedlund, in press).
- Community social life and school professional life become intertwined in a rural setting.
- Many participants knew teachers in various ways outside of school and the student's and teacher's families often socialized together.
- In a rural school it is not uncommon for a student to have a relative working there.

So, in one sense what we conclude about the impact of teacher actions on adolescents would seem to apply to any school setting. However, to maximize the impact one has on rural adolescents the context and characteristics of the rural setting and population need to be considered.

Rural Education?

A comment is necessary on what did not appear in the interviews. We began Project PRYDe with our own bias about the intrinsic value of rural areas and rural lifestyles to society. Somehow, rural schools need to be involved in the preservation and strengthening of rural communities. We agree with Wendell Berry that one's sense of self is rooted in a geographical place and nurtured through the community sharing that place (Snauwaert, 1990). "Knowledge of the local geography, geology, wildlife, and human community becomes essential for connection to the land and one's possible success in living. . . What is important about respecting the local and present is that it is a specific and tangible tie to the earth. What Berry sees as problematic is an American culture which has no ties to the land." (Thompson & Kutach, 1990, p. 141). Similar sentiments are echoed by Orr (1994) in his penetrating critique of the enterprise of education and the state of American culture.

There was no evidence in the interviews with graduates (nor in the more comprehensive PRYDe longitudinal interviews) of rural schools promoting the values of rural areas or in any way integrating the local community and locale into the curriculum. Indeed, the local community was often de-valued by teachers. Teachers usually communicated expectations about aspirations that involve a student leaving the rural area in order to be successful in life. Certainly, most of our participants discussed personal values that are "rural" in nature. These values, however, were inculcated by the family or community, seemingly almost in spite of the school. We must note, however, that one of the schools participating in the PRYDe project has begun a community service project required for graduation which addresses this issue.

Several models for re-forming rural education so that it conforms to place and community are available. Snauwaert (1990) and Orr (1994) list many suggestions for opening rural schools to a greater integration of place and community in the learning process. Thompson and Kutach (1990) propose literary, historical, social science, and science curricular changes that incorporate geographical place, ecology, community, and ethics. The National Research Council (1988), in a proposal for the future of agricultural education, presents such useful ideas as agricultural literacy for all and community involvement in

education. Our PRYDe interviews suggest the usefulness of exposure of rural adolescents to urban areas, city people, and urban lifestyles in increasing their appreciation of rural communities.

We still feel that rural communities are intrinsically valuable to society. Schools must consider how to educate young people with aspirations to work for the preservation and improvement of rural life. Not an easy task, given the social and economic changes of the present. But for education to claim the title "rural," it should do so with pride and integrity.

Perceived Student Outcomes

Interviewees were asked to recall critical incidents with adults which significantly affected the way they felt about themselves or about their future. A critical incident, for our purposes, had to identify a particular adult, a definable interaction with the interviewee, and an identifiable outcome (what the interviewee said happened as a result of the interaction with the adult). The outcomes associated with teachers seemed to naturally place themselves into five clusters representing major life areas. Each cluster, in turn, was divided into positive or negative outcomes, as perceived by the interviewee:

- Learned Values
  - Positive
  - Negative
- Life Choices
  - Facilitated
  - Inhibited
- Self Esteem/ Confidence/Self Concept
  - Enhanced
  - Decreased
- Academics
  - Increased effectiveness
  - Decreased effectiveness
- Social Intelligence/Social Skills
  - Improved
  - Deteriorated

"Learned Values" is a cluster of outcomes where basic values held by the adolescent are changed. "Life Choices" relates primarily to choices about career and further education. The "Self Esteem/Confidence/Self Concept" outcome identifies a change in the way the adolescent feels or thinks about him/herself. "Academics" refers to degree of motivation, involvement and effort in academic tasks. "Social Intelligence/Social Skills" is an outcome category where the adolescent learns processes for understanding and dealing with different social situations.

The outcome clusters are not mutually exclusive. For example, an adult interaction which improves an adolescent's academic effectiveness may also enhance his/her self esteem.

The outcomes relate directly to student aspirations, as defined earlier, and to performance in life tasks-including school performance. Although we only identify outcomes of critical incidents with teachers here, the relative impact of adults in different categories, family, community, school, etc., on different types of adolescent outcomes may be examined in the future. Teachers, for example, seem to have a high probability of affecting academic motivation and performance. There are relatively few examples of teachers affecting values, and these tend to be of a negative nature. Perhaps we need to consider how teachers could have a more well-rounded, positive impact on rural adolescent development.

Teacher Actions

Two major clusters of teacher actions appeared from our analysis of critical incidents reported by interviewees. These clusters were divided by positive or negative outcome, as perceived by the student.

- Professional Actions
  - Positive Outcome
  - Negative Outcome
- Relationship Actions
  - Positive Outcome
  - Negative Outcome

In the following sections, subclusters of similar teacher actions are grouped under each of the clusters. A description conveys the nature of the specific actions included in each subcluster. Again, the clusters of teacher actions are not mutually exclusive. Many critical incidents contained more than one teacher action as well as more than one student outcome. Note also that Professional Actions and Relationship Actions are separate only for analysis. Actions which are primarily relationship oriented may occur in a professional context such as a classroom. Most professional actions imply good (or poor) relationship actions.

Why are Teacher Actions Important?

The teacher actions drawn from participants' descriptions of critical incidents in a rural high school are usually "common sense" sorts of things. Teachers often react to our results with a comment like "That's obvious. Everyone knows that! So, why are you doing this research?"

Although it is not realistic to expect every teacher to have a significant impact on every student, it is possible to increase the likelihood of positively influencing students. The evidence from our participants is overwhelming: some teachers have a tremendous influence on some students. Moreover, with one exception, all of our participants (who are successfully implementing their aspirations for education, career and life goals) mentioned at least one rural teacher who had a positive influence on their life.

Common sense? If common sense were enough, we should not see the glaring examples of negative influences on students. And we should see a greater number of examples of positive influences. Rural teachers, after all, are human (as are rural adolescents). We make mistakes. But rural teachers are professionals. As such, we have the obligation to be responsible for our interactions with kids. Remember, teacher actions are intentional behaviors.

The teacher actions described by participants below involve learnable behavior and attitudes. These are things to consider thoughtfully, compare to your own professional actions, and to learn and practice as appropriate.

Clusters of Teacher Actions

In this section the clusters and subclusters of specific teacher actions are described. One or two typical teacher actions taken directly from an interview are listed to illustrate the actions included in each subcluster. All of the remaining teacher actions identified from critical incidents with teachers are listed in Appendix A.

Each teacher action is identified by an interview number (e.g., 95-3) and a critical incident number within that interview (e.g., -4). The title of the teacher involved is listed as well as the primary, and often secondary, student outcome we associated with the incident.[1]

Professional Actions Resulting in Positive Outcomes

- **Teacher makes an effort to make the topic relevant to daily life in general, to student concerns and/or the student's future.**
  - use of humor or stories
  - creative/innovative teaching methods which are perceived as fun and memorable
  - explains why learning is important or relevant
  - learning by doing

95-12-3 English Teacher A(+)

He would bring things to a classroom. He had stories about when he was in school or just people that he knew, stories that he had read. It was like going and watching a movie, being taken away...in a different world. He always tried to relate it to what we do in our everyday lives. Makes it so it's something we can almost see, almost touch...with a story instead of just saying we're going to read this book and you're going to tell me bla bla bla. We read a lot of short stories and we had to tear them apart but, even if we did that with a book, he would try and bring us back to what we do in our lives, what's important to us and how we interact with others. Most of it was real

[1]Student outcomes: A = academic, SE = self esteem, SS = social skills, LC = life choices, V = values.

life in a sense. Every day it was a lesson to be learned. What do you stand for? What's important to you? I mean, most of his lectures were...when I walked into an English class I didn't expect things like that to happen.

- **Teacher engages student in teaching other student(s).**
  - small group projects
  - discussion groups
  - class presentations by students

95-3-1 Business Teacher SE (+) (LC+)

We had to teach the class and I got in front of the class and I did a little thing with the overhead and everything. She said I did very well and it made me feel good. So now I am becoming a teacher and I feel she influenced that a little bit. (She) demands a lot from you but yet she is always there smiling and listening and she really cares for her students. It was the whole idea that we were learning through teaching.

- **Teacher takes the initiative to expose student to additional information, non-class materials, and outside-of-class learning experiences.**

95-6-6 Student Teacher A(+)

She took us to Cornell University to go see the Moscow Circus. ...the whole class, so it was like a field trip. It's social studies -- we're going to see fashions and ladies who were (of) all those other different descents. It was a fun trip. I have never been on a fun trip in school. Pretty unique, because you never think of school as fun.

- **Teacher communicates high expectations for performance and provides extra effort to help and support the student.**
  - enforces high standards of performance
  - provides individual support and encouragement to students
  - is willing to individually tutor a student having difficulty
  - holds strong opinions, but will discuss or argue points

95-4-2 Shop Teacher LC(+)

He convinced me to join VICA. When it came closer to competition he said he was going to send me. Like two weeks before competition time the projects he was giving me to do would totally change from what the rest of the class was getting. Yeah, he was kind of instructing me and it ended up I got second my first year. That fall I ended up third in the State. It was nice to see that. He would take me kind of to the side from everybody else and give me more. He would make me try harder things than what I really needed to do to pass the class. He forced me into challenging myself and see(ing) that I could do it, even knowing it was a challenge. He'd make you think about every step of the way and why you did it that way. He gave me direction on my future. It came to prove to me that life gets boring if there isn't a challenge.

- **Teacher shares personal information, opinions and feelings in class.**
  - personal values
  - previous occupational/educational experience
  - family life
  - avocational pursuits

95-1-7 Masonry Teacher LC(+)

Well, he was a mason, so I could see where, he said he made good money. It just made me see that there are options out there for me.

95-10-2 History Teacher A(+)

Every once in a while, when we had a down time, when we were really ahead, he'd talk about his kids. You know, "Oh yes, he's doing this and he's doing that" because he went to a different school. You know, I had professors who'd do that in college.

- **Teacher is sensitive to prevailing student social norms and expectations.**

P95-3-6 English Teacher A(+)

She helped me with my spelling, grammar and everything I lacked but she didn't do it in the classroom. She'd always do it afterward because she knew I felt really bad about it. She couldn't let anybody find out because in our school you weren't supposed to kiss up to any of the teachers, weren't supposed to have conversations with them. She was very aware of it.

- **Teacher gives students individual responsibility for assignments.**
  - minimum supervision
  - hands-on learning (by doing)

95-9-4 Physics Teacher A(+)

He made a class that's very hard to teach to people that age pretty interesting. He gave us a fair amount of freedom in labs. He would write up the experi- ment and let you do it. If you had questions you could ask him but it wasn't very structured. He kind of joked around... didn't mind people talking in lab and kind of hanging out. It was really like social but still you were learning. They were giving you freedom and responsibilities. I think that I just remember it because it was a good experience. I liked it and it was fun.

- **Teacher teaches student to think about own thinking.**
  - teach student to solve own problems
  - teach thinking strategies for understanding interpersonal relations and future plans

95-8-3 Social Studies Teacher LC(+) (SE+)

One of the most important things he did was to teach about goals. He said, "I'm going to give you the key to success." And he was talking about goals, for 3 days that's all he talked about. He brought in videotapes of different people that were talking about goals and success, and how they did well. And as soon as I graduated I made a goal list. I kept a book on different goals that I have had for personal and business goals. One of my goals was to sell nationwide in two years. It wasn't two years after I graduated, but two years after I got my business and this Christmas I am going to be advertising nationwide, which is really cool.

- **Teacher admits his/her own mistakes.**

95-6-3 Music Teacher A(+)

She was always there to help you with your parts. Then if she messed up or made a mistake, she goes "Yep, yep. That was my fault, you'll get used to that." And she'd start all over again.

Professional Actions Resulting in Negative Outcomes

- **Teacher attacks or denigrates student contributions.**

95-13-3 Biology Teacher LC(-) (A-)

My biology class was a nightmare. The teacher was, he was evil...he'd put people down. If they raised their hand and said the wrong answer, it'd be like, "Why on earth would you think that? It's obviously this." Sometimes more harsh than that. He would joke about people. It was a complete negative experience for me so I wasn't really considering it (career in science) after that as an interest.

- **Teacher loses control (or authority) in class.**

95-7-3 Social Studies Teacher A(-)

We had one girl who was Korean-American move in. In social studies class one day they started picking on her and calling her names. They were football players and they were really saying horrible things. I mean, literally, the teacher stopped teaching because of the things people were saying. She (girl) got so upset she ran out of the room crying. I just kind of snapped and said, "You know, this is so wrong," and I stood up and started yelling. I think I was very upset with (the teacher). I had previously held him in my mind as a very good teacher, but I was very disappointed by his lack of authority in that situation. He didn't do anything about it.

- **Teacher is unable to challenge the student to new learning.**

95-7-4 Art Teacher A(-) (LC+)

The only other impact I guess would have been in the career area, simply because high school was the time when I switched my career plans from art to engineering. The people that were instrumental in that were obviously my art teacher and my science teacher. I was taking a lot of art classes. Admittedly, I was very bored with high school and I spent a lot of time in the art room. After my first year, I found out that (I) wasn't getting taught anything by my art teacher--it was more like he would show me maybe one or two new techniques and I would just take off by myself and do a lot of independent work.

- **Labelling: Teacher acts from a biased perception of student academic performance or capabilities.**
  - not understanding student point of view
  - perceived bias against vocationally oriented students
  - perceived unfairness in a decision or requirement

95-2-4 Guidance Counselor V(-) (LC+)

They never pushed me in high school to do any more than I could. You can speak up but they are just so negative. We took tests (and) my scores were so high. I had done well on every subject except math. They tell me I could be a secretary or seamstress. They were so chauvinistic it made my blood boil and I was furious--an A student. I was regents. I said, "How dare you try to channel me into some female-oriented job when I could be doing something of higher ability." It didn't depress my desire to go to college. I just disregarded everything they said, I just went. Just get me out of here because I didn't want to live in this one-horse town all my life. I went (to college) by my own desires. They didn't have any effect on what I decided to do except make me furious.

Relationship Actions Resulting in Positive Outcomes

- **Teacher actively listens to and understands the student's point of view.**
  - perceived treatment as an adult
  - student held responsible for actions
  - acknowledges validity of (not necessarily agreement with) student ideas, opinions, and feelings

95-4-4 Guidance Counselor LC(+) (SE+)

She was one of the few people that would listen to my ideas of what I wanted and would actually consider them. If she felt I was going about it the wrong way, she might give hints about, oh, maybe you want to try doing it this way. But she would never actually try to persuade me to go her way about it. It made me feel better about the way I thought about my future and the direction I wanted to take. It wasn't like everybody was totally against me, like I was going in a totally backwards direction.

- **Teacher demonstrates concern about the welfare of the student.**
  - inquires about personal life
  - initiates personal contact
  - remembers student name and personal information

95-13-1 Coach SE(+)

This guy saw women as equals and he encouraged me as well as the other people to do well in school, which is also unusual. I injured myself once running. His first concern was that I got better. He never put any pressure on me to start running again. If he saw me at a band concert or something, he'd tell me that I did a really good job whenever I did well in anything like running or even things outside of track. But, if I was doing something wrong, he'd say "Well, you did this really well, but you

can do this better." He was helping me improve, but in a positive way. If I ran into him in the hall he'd say, "Oh, that was a great run you had the other day," something like that, or "You might try doing this next practice." Individual attention was always nice, like when you're learning anything.

- **Teacher makes an effort to establish a personal relationship with the student and have time available to discuss personal topics.**
  - has individual conversations with all students periodically
  - communicates personal availability during non-class time

95-1-4 English Teacher A(+)

She kind of understood the way different students are and I was always fooling around. She always knew that I was kind of the class clown and she always took it nice. She could talk to just about every student easily. She'd get around to everybody once in a while, just get in a conversation with one of her students, just anything and everything -- just so they could know that they could talk to her I guess. I could tell she generally cared about the students -- important for a student to see. It made me enjoy school more...classes that you actually enjoyed being in. You want to pay attention out of respect.

- **Teacher interacts with the student as with another adult**
  - expect responsibility
  - value individuality
  - respect student thinking

95-8-3 Social Studies Teacher A(+)

He just talked to us like another person instead of just another student. He wouldn't say, "This is how it is." He'd say, "Well, what do you think about this?" He was sincere about wanting to know. There wasn't a wrong answer. ...trusting to let us out of class and go to the library to work on our own stuff. So, I trust more of what he said than I might have another teacher.

- **Teacher actively reinforces student.**
  - course work
  - extra-curricular activities
  - tentative future plans
  - chooses student to participate (sports, musical performance, class presentations, etc.)

95-6-1 Biology Teacher SE(+)

When I did a good job, she always sent me little thank you cards and stuff like that, just to show me that she really appreciated what I had done, especially for like, club activities. It was just really rewarding to get recognized for doing something.

(Also see 95-13-1, above)

- **Teacher makes space and facilities available for non-class activities.**
  - to visit with each other
  - to do extra or own work
  - to talk with teacher

95-6-3 Music Teacher A(+)

She was always there. Even if you just wanted to talk to one of your friends, you wanted a quiet place, she'd let you use the sound proof room. All you had to do was tell her you just wanted to talk to your friend.

- **Teacher has non-school interaction with student and/or student's family.**
  - spends time with student after school hours
  - socializes with student's family
  - hires student part-time

95-10-1 Music Teacher A(+)

My family did things with his family and I babysit his children. When they came home, we sat around and just talked. He was a friend and he was kind of like a second father. In school he was definitely my greatest influence.

95-12-3 English Teacher SE(+)

He admired my family. He used to come up to our house and buy hay and stuff. My brother helped him work on his roof. My grandfather used to run backhoe -- he used to dig up (teacher's) sewer and fix it.

Relationship Actions Resulting in Negative Outcomes

- **Teacher fails to understand (or communicate understanding of) student point of view.**

95-8-1 Guidance Counselor LC(-)

Everybody in school, like my guidance counselor, Mr. ___, discouraged me from going into art. He kept me out of art class in 9th grade. (He) said I didn't need art. I talked to him about what I wanted to do and how I wanted to be a cartoonist and he said that was just unrealistic, stick to math and English and find a career that will pay you money, and, I don't know, he's like that.

- **Teacher attacks or denigrates student as a person.**

95-4-3 Earth Science Teacher A(-)

When I decided to go to BOCES, I had to give up my Regents diploma. Mr. ___ gave me a hassle the whole 11th grade. He says you should be in Regents class. "Well, you don't need to go to BOCES. BOCES is only for the mentally retarded," and stuff like that. It got to the point where he called my Mom and Dad stating that I didn't belong in regular earth science and all this stuff. So, from that point on, my grades dropped. All of a sudden I was down in the 80's. He wouldn't listen to my end of the story, why I was taking non-regents. He seemed to be kind of bull-headed. He totally disagreed with the BOCES system! I think it made me want to improve myself more, especially at the BOCES level. I wanted to do good just so my name would come over the loud speaker saying I placed second or whatever.

- **Labelling: teacher decisions based on a biased perception of student capabilities and character.**

95-11-5 College Prof.\Summer H.S. Course V(-)

We were in this stream collecting insects (and) some people were holding this net. I was kicking the rocks and he was like, "Oh, let someone else do that, someone else can kick rocks better." It's like you're a girl and you just won't... He told me to hold the net. It was idiotic, I can kick rocks as good as anyone else. I just couldn't get over that. And then what made it even worse...I guess it really impressed him how well I did on exams. So, at the end of the class, he stopped me (and said,) "You did really great! Anything I can ever do to help you any time in the future, just let me know. Anytime you need a recommendation or anything like that." I was like great, now that I've proved (myself), now I'm a worthy person whereas my inherent...like being a woman, a girl, and small or whatever, that made me bad. But as soon as he saw this person is going somewhere, "I want to jump on too, let me give you recommendations, let me be in your life." Why should he have offered all this stuff to me? Other people were working just as hard. I mean, I didn't think that was right.

Thoughts About the Research

Method The young people we interviewed had generally been out of high school four or five years. One of the participants graduated 17 years ago. What is the effect of time on recollection of the interactions we asked about?

Obviously, memories change with time. Specifics become blurred, perspectives change. With this in mind, our interview procedure required participants to name an individual adult and describe the details of the interaction during high school years. Generalized opinions or feelings, vague descriptions, and accounts of outcomes without a specific, supporting adult interaction were not accepted as critical incidents. Perspectives on events do change as we age. One could argue, in the case of our young adult participants, that they have had time to gain a realistic perspective on the events of their high school life and are better able now to assess the importance of those events than they would have been during their high school career.

With few exceptions, there was considerable redundancy in the types of teacher actions reported by separate interviewees as we collected critical incidents with rural adults. This repetition of reports of similar items is one criterion for knowing you are identifying a critical incident (Andersson & Nilsson, 1964). Moreover, as we examine previous PRYDe interviews for critical incidents with adults, we are finding that often the same types of incidents are spontaneously reported while students are still in high school. We did not inquire about critical incidents in those interviews.

In certain instances we include a one-report incident. Several considerations led us to do that: 1) the incidents are probably fairly rare; 2) the impact on the interviewee as an adolescent seemed significant; and 3) the nature of the teacher action was such that all teachers should think about the incident in relation to their own professional practices.

Ethics Many of the incidents raise questions about professional ethics. For example, a teacher openly announces grades on assignments in one incident. This is a clear breach of confidentiality and the action had a detrimental effect on the interviewee. In one interview a "good" teacher was described. The interviewee reported that one of the things she appreciated about him was that he did not gossip about students in

the faculty lounge. How did she know? Her aunt was a teacher in the school and gossiped about events in the faculty lounge.

Confidentiality in a small rural school may have different meanings than in a large urban school. Yet, certain information about a student must remain confidential.

Are professional ethical principals specific to the setting? We have many reports of dual relationships with teachers which rural students found to be beneficial. Generally, hiring one of your students to babysit or do yard work is not an ethical practice. Social relations with students are not ethical; a form of dual relationship. Yet, our interviewees reported several instances of beneficial non-school relationships with teachers and their families.

It is not unusual for a rural student to have relatives working in the school she/he is attending. One of our interviewees reported an incident with his uncle, who taught his math classes. In the PRYDe interviews, one student took courses with her father -- the only option available. Certainly, these incidents represent a conflict of interest for the teacher involved.

We are not aware of a thorough discussion of professional ethics tailored specifically for a small rural school. It is needed. We all need to keep in mind the ethical ramifications of our professional actions.

Practice It is well to remember that teachers do not function in a vacuum, despite our admonitions to study, learn, and relate the teacher actions reported here to your own practices. Adolescents are active, socially-skilled people. They help create the social atmosphere of a school. They certainly affect the nature and outcome of an interaction with an adult.

In practice, different people perceive, interpret, and react to the same event in different ways. We have two incidents from two different students involving the same English teacher. Both students had a difficult time with the class, both got angry at the teacher who demanded near perfection in the written product. One student became intimidated, began to doubt her own ability, developed writer's block, still has difficulty writing, and still hates the teacher. The other student suffered low grades, tried harder and harder, found that the teacher

offered help and support for her efforts, and now attributes, with appreciation, her ability to write well to this teacher.

The point is not to blame teacher or student, but to consider how this teacher could have been sensitive to the varying reactions of students and adapted her professional or relationship actions to maximize the impact on everyone.

References

The American Heritage Dictionary of the English Language, 3rd Ed. (1992) New York: Houghton Mifflin.

Andersson, B. E., & Nilsson, S. G. (1964). Studies in the Reliability and Validity of the Critical Incident Technique. Journal of Applied Psychology, 48(6), 398-403.

Barnes, D. (1992). From communication to curriculum, 2nd Ed. Portsmouth, NH: Boynton/Cook.

Esterman, K. & Hedlund D. (in press). Comparing rural adolescents from farm and nonfarm families. Journal of Research in Rural Education.

Flanagan, J. C. (1954). The critical incident technique. Psychological Bulletin, 51(4), 327-358.

Hedlund, D.E. (1993). Listening to rural adolescents: Views on the rural community and the importance of adult interactions. Journal of Research in Rural Education, 9(3), 150-159.

Lickona, T. (1991). Educating for Character. New York: Bantam Books.

National Research Council. (1988). Understanding agriculture: New directions for education. Washington, D.C.: National Academy Press.

Orr, D. W. (1994). Earth in mind: On education, environment, and the human prospect. Washington, D.C.: Island Press.

Snauwaert, D. T. (1990). Wendell Berry, liberalism, and democratic theory: Implications for the rural school. Peabody Journal of Education, 67(4), 118-130.

Thompson, P.B., & Kutach, D.N. (1990). Agricultural ethics in rural education. Peabody Journal of Education, 67(4), 131-153.

Woolsey, L. K. (1986). The critical incident technique: An innovative qualitative method approach. Canadian Journal of Counselling, 20(4), 242-254.

Appendix A

Professional Actions Resulting in Positive Outcomes

- **Teacher makes an effort to make the topic relevant to daily life in general, to student concerns and/or the student's future.**

  - use of humor or stories
  - creative/innovative teaching methods which are perceived as fun and memorable
  - explains why learning is important or relevant
  - learning by doing

95-6-2 English Teacher A(+) (SE+)

It was more involved than English. We did music appreciation where we listened to anything from opera to requiems all the way up to... He'd let us bring in music and say, "Now what do you feel about this music?" We had people bringing in Led Zeppelin. And we studied heavily operas. We did this whole study on Phantom of the Opera and I was a big fan of Phantom of the Opera so that was a great class for me.

95-13-2 Biology Teacher A(+)

Sometimes he'd use a really silly example to explain something that was kind of difficult so it would make it not only fun to understand but easy to remember.

95-1-3 History Teacher A(+)

Well, we did current events. I keep track of current events still. I try to educate myself on what is going on around me every day because that's one of the things he influenced me on. Just little current events things every day. But the whole course, over the year, kind of opened my eyes to, besides my own little town, there is more important stuff in the world.

95-13-4 English Teacher A(+)

He's the kind of guy that will make you laugh hysterically, but he'll have a completely straight face. He just kind of says something and then you realize how funny it was. And that's the way he taught English, and it was really fun to be in his class. He wouldn't put anyone down and if he did it would make them laugh. It would be like, "Oh, I'm being really obnoxious!" and they'd laugh at themselves too. He just got people to cooperate and have fun at the same time. He could take a really dull subject and just make it more interesting. It's much more fun to sit through a class and have a smile on your face every once in a while instead of just thinking, "This is stupid, this is boring, why am I here, can't wait until lunch. It made me not mind going to class; it made me pay attention.

95-10-2 Social Studies Teacher A(+)
(SE +)

He turned American History into a soap opera so everyone loved it. Like there were scandals with presidents and other politicians and he just made it fun. He could turn different things into jokes. When we were ahead, he'd talk about his kids, or you know...

95-11-2A English Teacher SE(+) (A+)

We'd bring in literature that we wrote and we'd discuss it. It helped me to deal with a lot of stuff I was dealing with in terms of social, adolescent problems. We had to keep journals and we also wrote a lot of short stories and a lot of poetry. I think she just helped me get through high school. It was a place I could feel very comfortable.

95-7-4 Science Teacher LC(+) (A+)

He would stop the subject he was talking about and speak the lives of famous people in science, and how you could become some kind of scientist person. He would give us articles in different science journals. We did a lot of different things. He used to let us hang out there at lunch time...go over to the chemistry lab and mess around. He was always trying to make people see that science had a place in life and that you can use it to your advantage. It was a very unsupervised lab. He gave us the assignment and let us go at it...I was really happy with the independence, that we could do a little extra. Science excited me because I could play with it.

P95-2-1 English Teacher A(+)

We sat in a big huge circle in class and she would ask a question and it wasn't like she was asking a question to get at what she knew was the answer. She was asking a question to get our thoughts going, to get us excited about the material, to get us interested in it, and to get us talking -- to get a dialogue between the students and the teacher. And, I wasn't afraid to give an opinion in her class. It seemed important that her students were thinking and were being provoked and that made it so much more important to me.

95-8-3 Social Studies Teacher A(+)

One of the most important things he did was to teach about goals. He said, "I'm going to give you the key to success." It was academic as far as economy because that's kind of how he tied it in. He was talking about goals, for 3 days that's all he talked about. He brought in videotapes of different people that were talking about goals and success, and how they did well.

95-8-2 Art Teacher A(+)

She taught me one of the most important things as far as creativity -- that if you look at a group of words, like in a fashion class -- from those words you'd have to come up with your own ideas, it didn't matter what they were. One of the things we had to do was look at art work -- different paintings that people had done and pull something out of the painting, whether it be just the way a curve was or the colors in it or whatever and incorporate that into your drawing and, by learning to do that, I can just pull my own ideas out of it and make it into my own. Therefore, I have endless ideas.

- **Teacher engages student in teaching other student(s).**
  - small group projects
  - discussion groups
  - class presentations by students

95-3-9 Math Prof (College) A(+)

It wasn't like math that I'd had. I would go to her office. She had a little chalkboard in her office and I would work through the problems. Then other people would come in and she'd go, "(Name), show them." So, I'd do it all out for them. So, it's like I was the teacher and it just made me feel good. I got a 4.0 in that class.

- **Teacher takes the initiative to expose student to additional information, non-class materials, and outside-of-class learning experiences.**

95-7-4 Science Teacher A(+)

He was always talking about how glamorous science was and how you could do anything you wanted with it. He would give us articles in different science journals about things that had been done, different kinds of break-throughs.

95-6-7 Guidance Counselor A(+)

He thought it was pretty unique somebody in 9th grade was looking to move out and go to college. He would lend me all kinds of college brochures and I could take them home and I'd come back and take more out. He would stand behind me and say, "Well this brochure doesn't really tell you about such and such." If he knew something that wasn't in the books, he'd come tell me. So, it was pretty neat.

P95-3-12 College Counselor LC(+) (SE+)

I graduated with honors at (community college), went to Career Counseling and said, "I need a job." She said, "No, you need to go on. Did you ever consider going to (4-year school)? If I show you you can do it and you can afford it, would you consider going?" She showed me, I applied, was accepted and I was thrilled. She said,"You know you can do it (academically)." I graduated with honors (so) I knew I could do it (believed in self). Money is the only thing that would have held me back but now that I'm here, I'll take loans so I can get through. Now I'm determined to get through.

95-11-2A English Teacher SE+ (A+)

I had her all through high school. It was just a small group of students and I think that was very helpful. It was a very intimate group and she took us to her house and we would watch movies; we studied Shakespeare and stuff like that. She took us to plays so she was really very interested in us as a group.

- **Teacher communicates high expectations for performance and provides extra effort to help and support the student.**
  - enforces high standards of performance
  - provides individual support and encouragement to students
  - is willing to individually tutor a student having difficulty
  - holds strong opinions, but will discuss or argue points

95-3-1 Business Teacher A(+)

...her overall attitude. She demands a lot from you but yet she is always there smiling and listening and she really cares for her students. The whole feedback that I received was really positive for me.

95-10-3 Class Advisor SS(+)

...so we just went back and forth and she made me absolutely so angry. She was really good as an advisor. She made sure you did everything. I can get along with her and I can talk with her but she has a lot of opinions that are just the opposite of mine so we'd just butt heads a lot. ...maybe think my decisions over more, to re-evaluate my sources or to make some if I was going to be in a discussion like that, to make sure that what I was saying was right and that it was researched. I mean, I had to make sure I knew what I was talking about and I got a lot of that because she was very strong-willed, very organized.

95-6-3 Music Teacher SE(+)

She was always there to help you with your parts. If you wanted to come in for help before the tryouts, she would make tapes for you that you could practice at home. She just told anybody, if they wanted a tape of the part that they wanted to try out for, to bring a tape in. If you have 10 people trying out for 20 different solos, she'd go through and do every single one of them for you. She's make sure on the tape, "Oh, remember, you're going up this time." or, "The scale is different this time." You'd hear her on the tape and she would talk to you. She's leave little notes. It just seemed that she was making that little bit extra effort to help us out. That extra effort just made you feel like she had faith in you and she wanted you to do your best and she was helping you and that maybe you would do your best.

95-9-1 English Teacher A(+)
(SE+)

I was taking APH; she was very tough. She gave me some of the worst grades I ever got which made me very miserable at times but I learned a lot more from that class than from most of my high school experience. Wrong words or typos would bring your grade down, you had to format exactly right, your biblio is MLA style. She was a stickler for that kind of stuff. So it was really frustrating but then she would help you. She was really encouraging. - It was like she knew you could do it...so much more than you're giving her at the beginning. She believed in students. You don't really have any choice, like you can't just stop going (to class). I think it gave me more self-respect because I could do it and I did well enough on the AP test to make me feel really good. I did learn it and she had taught me, no matter how frustrating, that I could do whatever I set my mind to do.

95-2-1 Chemistry Teacher A(+)
SE(+)

I had a lot of trouble in chemistry in the beginning because I'm terrible in math. Without extra pay, without any question at all, he stayed after almost every single night for the entire year to help me. I would be the only one there. It didn't matter what time I left, he always seemed to be really happy to be there helping. He had come to me, knew I was an A student and asked why I was doing so poorly. He said, "Any time you want to stay after, I would be more than happy to stay with you. I just want to help you get through this. I know you can do it." He was really positive and encouraging and wasn't at all degrading. I would ask the same question 5 times -- he would act like it was the first time -- just answer me, keep smiling and going on. He really, really helped me swing that class. I ended up getting 90s in that class. I felt I can do anything if I really, really work at it because I'd never worked in school before, things just came. I just felt so degraded about the whole thing and then, when he was helping me, I realized if I try hard enough I can figure things out -- it just takes a little longer, especially in math.

95-9-3 Math Teacher A(+)
(SE+)

AP Math -- he expected a lot but was (less) intimidating. Maybe I was better at math. It seemed easier, I think it might have been. So, he seemed nicer because I never had to deal with him in such a frustrated mood as when I did bad or just couldn't figure (it) out, (i.e.) couldn't do the essays (the way teacher wanted). Math is numbers. There is a right answer and a wrong answer so you can't be as upset when you get it wrong because he can prove to you why you did it wrong. I think it gave me more self respect because I could do it, that I could do whatever I set my mind to do.

P95-2-3 Math Teacher SE(+)
(A+)

He was such a stick in the mud. He's the type of teacher who, if he asks a question and you don't answer correctly, he'll make you feel like the stupidest person alive. He was very much in control. I realized I really needed some extra help and so I started staying after. He was always very generous with his time. All of a sudden I realized this guy is not bad. He knows his stuff and he's more than willing to help. He's just a better person when you're one on one. He even laughed a couple of times. He was such a stickler but even though he was so hard on his students, I think it was because he really wanted you to learn and he saw that this is the only way you can do it -- don't settle, don't compromise. It did give me a self-confidence that I didn't have to work so (hard)...it was great self-confidence in myself, not necessarily in my math abilities

P95-3-6 English Teacher A(+)
(SE+)

I couldn't spell when I got to her class. I was a senior. She helped me with my spelling, grammar and everything I lacked but she didn't do it in the classroom. She'd always do it afterward because she knew I felt really bad about it. She'd leave a note on my car window, "Write these words 10 times each." I'd do it, then she'd give me a real quick spelling test passing in the hall. Began when we had to keep a journal. She said, "Your spelling's real bad. Would you like to learn? We can work on it together and nobody has to know." What I started doing with her was like "I can learn" plus she couldn't let anybody find out. I didn't want anybody to find out because in our school you weren't supposed to kiss up to any of the teachers, weren't supposed to have conversations with them. She was very aware of it. Plus the administration didn't really care for teachers having outside communication with students.

95-12-3 English Teacher SE(+)

He was an idol because of the way he talked, what he expected of us. He expected a lot of us. We were college-bound.

- **Teacher shares personal information, opinions and feelings in class.**
  - personal values
  - previous occupational/educational experience
  - family life
  - avocational pursuits

95-13-1 Coach A(+)

This guy saw women as equals and he encouraged me as well as the other people to do well in school, which is also unusual. He put that ahead of the sport. I had been involved in lots, I played basketball and field hockey and I never ran into that anywhere else with any coaches, whether they be men or women, and so he was a very positive part of my high school years. He just made me feel good about myself and I could come to him for advice and things.

95-12-3 English Teacher LC(+)
(SE+)

He actually didn't want me to go to the Naval Academy because he didn't want to change who I was. He had been in the military and he had had a really bad experience with it. He'd been drafted and he went to Vietnam and he hated it. I mean he always hated the military anyway, I guess. He and his Dad would go around and around because his Dad really thought he should go in He didn't want to go. He ended up having to go and he hated it. He didn't like the way they manipulated people, he didn't like the way they changed your mind frame.

95-12-3 English Teacher A(+)

He would bring things to the classroom. He had stories about when he was in school or just people that he knew, stories that he had read.

- **Teacher is sensitive to prevailing student social norms and expectations.**

P95-3-6 English Teacher A(+)

She helped me with my spelling, grammar and everything I lacked but she didn't do it in the classroom. She'd always do it afterward because she knew I felt really bad about it. She couldn't let anybody find out because in our school you weren't supposed to kiss up to any of the teachers, weren't supposed to have conversations with them. She was very aware of it.

- **Teacher gives students individual responsibility for assignments.**
  - minimum supervision
  - hands-on learning (by doing)

P95-2-2 Social Studies Teacher A(+) (LC+)

He was the most bizarre and unique teacher I ever had in my life. He would make us watch"Rudolph, The Red-Nosed Reindeer" and give us a quiz the next day. I remember we played games. (For example,) we'd divide the class in half, set up two countries...similar to countries in Central America, and we'd have the rebels and the contras...one person in power. We had a president...and army. And we would play-act this game in real life. I think it was the type of learning -- hands-on kind of experience -- where it's fun, fun to do. It's like, let's play-act it out, let's talk about it, let's discuss it, let's do something to get involved in (it), and put ourselves in someone else's shoes. I think it made me realize that teaching can be a lot of fun. ...and I realize that kids don't

have to stop loving school, that they can get something more, something that's gonna last them a lifetime.

P95-2-1 English Teacher A(+)

I think it wasn't one thing (she did), it was a combination of things. For instance, we had to do the Canterbury Tales. We had to come up with our own prologues. It had to be something unique. She gave us an example of a student who set it back in the 1960's instead of...and he had like five or six different people travelling in this little VW bus across the country. Other times, she would make us read a poem by Shakespeare and we would have to model his style. And so, it's very interesting to have to put yourself in someone else's shoes and come up with... We also had to come up with a project after we read Lord of the Flies. A friend of mine and I got together and we made up a game, a Lord of the Flies game. It was just a very, very fun class and it was learning by hands-on. It was learning by really throwing yourself into the work and that's what I think I remember the most.

- **Teacher teaches student to think about own thinking.**
  - teach student to solve own problems
  - teach thinking strategies for understanding interpersonal relations and future plans

95-6-5 Psychologist SE(+)

You wanted to talk to her, all you had to do was call her. And she was more like your problem-solver; she'd teach you how to solve your own problems without having anybody say, "Well, I think you should do this." She made you think about how to solve things yourself. That's really good to learn when you're younger. After you get older, you lose things you learned in high school. It's something that would stick with you.

95-8-2 Art Teacher A(+)

She taught me one of the most important things as far as creativity -- that if you look at a group of words, like in a fashion class -- from those words you'd have to come up with your own ideas. It didn't matter what they were. One of the things we had to do was look at art work -- different paintings that people had done -- and pull something out of the painting, whether it be just the way a curve was or the colors in it or whatever and incorporate that into your drawing. And by learning to do that, I can just pull my own ideas out of it and make it into my own. Therefore, I have endless ideas.

95-12-3 English Teacher A(+)
(LC+)

He was definitely a big help writing essays (for college admission). He brought out things in my writing that I never would have thought of. He told me to spice it up, be creative. I wrote a bunch of stuff, he circled a bunch of stuff. He said, "Now they know what/why you can do for them. What can you do for the rest of the world?" He opened up this whole different view -- bigger than what you like to do or think you might be good at. That opened up my essays a lot and my view/my perception -- what I was going to be doing or what my potential was. You want them to give you the answer; he never did. He always made you at least go work for it. I always brought back something. As long as you were working, he'd look at it. If you brought a bunch of baloney, he's like, "Try again." It made me go find it (the answer) and if I could find it and it made me do it, in a sense, on my own and I knew that I could do it and produce writings like this, I could do it again.

95-12-1 Guidance Counselor LC(+) (SE+)

Probably one of the best things he did was say, "What happens if you didn't get into the Naval Academy? What else are you going to do?" I just assumed I was going to get in. If I wasn't going to get in then I was just going into the service. That's what I was going to do and he's like, "Well, why don't you apply to some schools just in case?" and once he said apply here and I really didn't know much about Cornell. He actually brought me down, took me to two football games, set up an interview, gave me a tour. I got accepted here, I applied to a couple of other schools and got in those. If it wasn't for him, I'm sure I probably would have applied to some schools but I might not have applied here.

Professional Actions Resulting in Negative Outcomes

- **Teacher attacks or denigrates student contributions.**

95-13-5 AP English Teacher A(-)

She was kind of using her power to knock people down. When she turned papers back, she would say things like, "I was very displeased with everyone's writing," and "Only Tom got an A on this paper." Yeah, she named names. I think it's very childish for a teacher to do. I think it's wrong. She would kind of attack people that spoke up in class but I would just sit there and be afraid to say anything.

- **Labelling: Teacher acts from a biased perception of student academic performance or capabilities.**
  - not understanding student point of view
  - perceived bias against vocationally oriented students
  - perceived unfairness in a decision or requirement

P95-3-1 Guidance Counselor LC(-) (SE-)

I went in to ask him if I could go to BOCES. He told me no, that was for people who didn't' already have a job, that I already had a job and (BOCES) wasn't necessary. I went in and asked him about college the following year. He said, "Well, what do you want to do that for?" So that upset me and I figured I'm going to get out of here...and be myself. He didn't even have my file in front of him. I don't think he even knew who I was -- a 5-minute conversation. That stung...like a slap in the face. That's all you can do -- female from a rural school. Back then I didn't care, I just thought, "This is all we're good for?" I

felt like they were holding me back. I think it did a lot with my self-esteem. I think it kind of put you down a little bit. Just a country hick and you already have a job, so be happy.

95-13-5 English Teacher A(-)

She was kind of using her power to knock people down. I think her favoritism showed in grades she gave people. It was really frustrating because I got so intimidated...(I couldn't write).

Relationship Actions Resulting in Positive Outcomes

- **Teacher actively listens to and understands the student's point of view.**
  - perceived treatment as an adult
  - student held responsible for actions
  - acknowledges validity of (not necessarily agreement with) student ideas, opinions, and feelings

P95-2-1 English Teacher A(+) (SE+) (LC+)

She just had this vast store of knowledge and so here's this person who is, you know to me, an expert in the material and she's listening to this little high-schooler who doesn't know anything about anything and she's saying, "Wow, that's a very good point." And that, I think that's what made it and then everything else was like icing on the cake. You know, I mean that was the crux of what I really appreciated about her as a teacher. We all just loved this class, just really appreciated it. And it was by far my favorite class of all time and basically, she is the one, indirectly, although she doesn't know it, but she inspired me to teach. She also inspired a great love of British literature.

95-3-3 Guidance Counselor LC(+)

I was considering BOCES to become a hair dresser. He was like, "No, you don't want to do that, you want to do a regents track and everything." It wasn't like no, you're not going to take these classes. It was like "Well, are you sure you really want to do that?" Well, why don't you stay in this track until you really decide what you want to do?" It's like, "Yeah, OK." So you know, he left the option open for me. I was like, that's really mean of him to keep me from whatever. But now that I look back at it, I realize it was a good thing.

95-8-2 Art Teacher A(+)

She understood that when I work on things I don't get them done (fast) because I'm a perfectionist. But she worked with me and she understood that I was like that and she encouraged me to... It doesn't have to be absolutely perfect. She always encouraged me in whatever I wanted to do. She worked with individual people as far as their styles and their personalities.

95-1-4 English Teacher SE(+)

She kind of understood the way different students are and I was always fooling around...I would never really disrupt the class but she always knew that I was kind of the class clown and she always took it nice. Some teachers can be stern and not stand for any kind of fooling around but she always let me just kind of goof off a little more than some of the other students.

95-13-6 English Professor (College) A(+)

How strict she was...and her demeanor...you just do whatever she says. But when you talk to her one-to-one, she wasn't condescending. One of the biggest things she did for me was give me a chance, because I was really screwing up. Regardless of the fact I was messing up other things, the actual sentences I would write, she was very impressed with. And she's very encouraging. And the compliments and all the comments on my papers were very helpful. At one point she said something like, "I realize you are having a lot of personal problems right now." It was very caring and concerned. She said like, you can turn this in next week or something.

95-6-4 Principal SE(+)

When you got in trouble, sometimes she'd joke around about it. And she'd just tell me what I did wrong. "Well, you know you're not supposed to do that. Oh, well a day of detention." She didn't act like a principal. She always

made sure she would hear you out and hear your side. She'd go and check it out. She didn't really think about you as a kid, she thought of you as like a young adult.

95-10-2	Social Studies Teacher (wife also in school)	SE(+) (A+)

You just couldn't meet a better person and his wife was such a sweetheart. She is everyone's Mom and everyone loves her. They're everyone's parents. If you have a prom or you have a class trip, they're always there. Every single class. They probably have been to the last dozen or so proms -- they're asked to chaperon. Just like Mom and Dad, they just come up, ask what is wrong, how things were, talked you through it, and then when you were OK, "Okay, we'll talk to you later." A lot of people will remember him as one of the best people you could ever know. He just made you feel like you were never going to be alone, you could always have someone to talk to. You could always go see them. If they were free, they would always listen and would never turn you away.

95-2-5	Physician/Nursing Teacher(College)	LC(+) (SE+)

I had her for my entire year in nursing. She really led me along the right path without even knowing what it was that I wanted to do. She had no idea that I had considered teaching. She knew school came a little bit easy for me. She asked me one day if I'd considered it (teaching). She said, "I'll write you a recommendation to wherever you want to go." She had a sense I was unhappy there and I think she was very good at reading people. She was a positive enforcer -- someone to say what you are doing is right, whoever might not think so, but I do. Something that nobody else could or wanted to.

95-11-2A English Teacher SE(+) A(+)

We learned a lot of things about other people in the class that we would never talk about directly. She would never judge you on anything like that and just would be... I mean, we would talk about it in literary ways but she was also very supportive emotionally. It was okay to write things like that and have a teacher read them and feel safe talking about very deep personal feelings. (She was a great influence) in letting me not lose the creativity that I was going through and also in helping me to write. I think it is because, to be able to deal with your families and put it down on paper, helps you to get rid of them too and so they're not bothering you. She helped you feel like what you were feeling was okay, you know it was fine, it was just the way you are -- not like anything you have to hide or you're ashamed of.

- **Teacher demonstrates concern about the welfare of the student.**
  - inquires about personal life
  - initiates personal contact
  - remembers student name and personal information

95-10-2 History Teacher SE(+)

One time I left (my advisor's room) after a discussion and I just started to cry and just like Mom and Dad, they just come up, ask what is wrong, how things were, talked you through it, and then when you were OK, "Okay, we'll talk to you later." A lot of people will remember him as one of the best people you could ever know. He just made you feel like you were never going to be alone, you could always have someone to talk to. You could always go see them if they were free, they would always listen and would never turn you away.

95-13-1 Track Coach SE(+)

I injured myself once running. I tore my muscle. I turned out to be most valuable player on the team so I was kind

of valuable basically. He, even though my being injured prevented me from running, his first concern was that I get better -- not so I could run again because I was in pain and he never put any pressure on me to start running again. He was just, "Are you feeling okay?", that type of thing.

95-3-9 Math Professor (College) SE(+)

She still remembered me (after semester was over). She'd see me around campus and she'd say "Hi (name)!" That impressed me.

- **Teacher makes an effort to establish a personal relationship with the student and have time available to discuss personal topics.**
  - has individual conversations with all students periodically
  - communicates personal availability during non-class time

95-12-3 English Teacher SE(+)

I saw him as a person, a person I could approach. He was an idol because of the way he talked, what he expected of us. He expected a lot of us--we were college bound. He'd always talk to me about what was going on, what I was going to be doing. He admired my family and bringing in that kind of stuff (stories re: grandfather)... I don't know if it made me feel a little more connected to him. I definitely felt like I could talk to him any time, if I had a problem or whatever. He made it easy to be approached. He came in as small town in his jeans and his ragged jacket and his old fisherman's hat sometimes. He used to come up to our house and buy hay off us and stuff and he could talk to anybody. He works in his garden a lot. My brother helped him work on his roof. My grandfather used to run backhoe--he used to dig up (teacher's) sewer and fix it.

95-3-2 Chemistry Teacher LC(+)

I always had a hard time in chemistry and I would always stay after school getting help. I remember having a conversation and he was like, "What do you want to do after school?" I'm thinking I want to be an elementary teacher. He's like, "Oh, I praise you!" He said, "I work a lot better with older kids. That's great if you want to do that." It was positive for me--that you can talk to the teachers (about something) besides chemistry. It just made me kind of feel good that he praised people that can work with young children.

95-3-10 Education Professor LC(+) (A+)

I would always go in and talk to her and ask how she was doing, how her classes were going. At first she seemed kind of mean, kind of stuck up, and I was scared of her actually. We would go in and talk to her about books and things. I asked her about types of colleges. She's the one that suggested Albany. ...that there was a professor that I could just go in and talk to on a friendly basis, not even regarding course work, even though I only took one course with her.

95-5-3 Mexican Basketball Coach SE(+)

We had a good team and we all got along really well. The coach--he was young and he could talk to us as a friend but then again he could turn around and be our coach and tell us what to do but in a different way. Somehow it was different in that everybody did what he said and it worked out. I mean he talked to us (and) we even hung out with him. Every now and then we would go out with him like after practice or after school we'd meet him somewhere. I didn't talk with him a lot but what interaction I did have with him was all pretty positive.

95-6-2 English Teacher SE(+)

He was kind of a jokester. He would always joke with you and he was more like a friend than a teacher. He was one you could pretty much go and talk to any time, even if it was a problem with your school work or you just found it too difficult. Even if it wasn't from his class he'd help you. He'd sit there and work it out with you until you understood or he'd point you in the right direction where you could find the answer. That was a really good quality. ...it showed you could always find people, friends in people. It's nice to know there are adults out there that try to understand you. He would get to know you by name, inquire about your life and share what was happening in his.

95-10-1 Band Director LC(+)
(SE+)

I was in close contact with him all through high school (7-12) and my family did things with his family and I babysit his children. If you had spare time you went down to his office and sat on his desk and just talked to him about different concerts or competition or how his wife was doing. I babysat his children and when they came home we sat around and just talked. It wasn't like a teacher-student interaction. He was a friend and he was kind of like a second father. In school he was definitely my greatest influence.

95-10-1 Band Director LC(+)
(A+)

The relationship really kind of furthered my thoughts as to teachers don't just have to be teachers. I mean they can be your friend. With him, it was kind of a friendship-teacher thing right off. It affected me in the way that it just further made me realize that they don't just have to teach you this. "Teach you" is still their job but you can feel comfortable talking to them... Hopefully, as I become a teacher people can feel more comfortable talking to me

because I like to talk. If people feel comfortable talking to me that just makes me a happy person. My minor was music and right now I'm getting my last credit so I can be certified to teach music.

95-13-2 Biology Teacher LC(+)

I never had him as a teacher. I got involved in the science Olympiad and I went on a trip to Belize with him, a field trip for a week. We studied the rain forest and coral reef. I actually hated biology before I met him. I just had long talks with him about, I'm interested in this, what can I do with this... It just opened up a whole new part of biology I didn't know was there. I had a couple of classes with him in preparation for the trip.

95-6-5 Psychologist SE(+)

If you wanted to talk to her, all you had to do was call her. And if she wasn't busy, she's come back up to school and visit with you.

95-6-1 Biology Teacher SE(+)

Well, if things going on that were not school related or things around school were getting too pressurized, I could talk to her.

95-8-2 Art Teacher SE(+)

She's like another Mom. Somebody that you can trust and that you know is on your side and that will stick up for you no matter who you have to go up against. (For example,) she was the only teacher that spoke up (in a situation) and said, "Hey, I know this is going on and it's not a good thing and I should talk to individual students." She got them to realize that certain things they were doing were really stupid. She was one of the few teachers who didn't care where you lived or what color your skin is or what kind of jeans you wore or anything else, she just takes you as an individual person.

- **Teacher interacts with the student as with another adult**
  - expect responsibility
  - value individuality
  - respect student thinking

95-8-3 Social Studies Teacher A(+)

He was one of the best teachers I ever had because he treated you like an individual. He had group discussions where he would put all the chairs in a circle and there was a lot of interaction. It wasn't just putting notes on the board, "Here, you copy them down," and the bell rings.

95-13-2 Biology Teacher LC(+)

A lot of teachers didn't have respect for the students as adults at all. He would talk to students almost like a professor would talk to me here. You're on the same level as me as far as being a person goes. He just had respect for his students. If I was supposed to work with some piece of equipment, he wouldn't feel like he had to supervise me using it. He trusted me to be responsible.

95-7-4 Science Teacher A(+)

We did a lot of independent work and we had a lot of fun. There was always something fascinating to do. He had some pretty cool things. The labs were pretty fun too. We did a lab with glass blowing and we made test tubes and weird creatures. There was a crystal experiment where you could pick any chemical you wanted and learn crystal-growing techniques and we had some really beautiful ones. But we had a lot of room for, if you felt like making the effort, you could do a lot and I think in the lab we all did that. It was a very unsupervised lab. He just sort of gave us the assignment and let us go at it, which frustrated us sometimes when we couldn't get things to work out right but I think I was really very happy with the

kind of independence--that we could do a little extra and there wasn't always somebody looking over our shoulder. You could play with the equipment and explore it and see what happened.

95-1-3 History Teacher A(+)

But he had class on a more personal level, I guess. He would kind of veer from the assignment, made it as coming from a friend than from a teacher because when you are young like that you don't always want to listen to adults.

95-6-4 Principal SE(+)

When you got in trouble--sometimes she'd joke around about it. And she'd just tell me what I did wrong. "Well, you know you're not supposed to do that. Oh well, a day of detention." She didn't act like a principal. She always made sure she would hear you out and hear your side... she'd go and check it out. She didn't really think about you as a kid, she thought of you as like a young adult.

95-1-7 Masonry Teacher A(+)
(LC+)

It would be like if your dad were showing you how to do something, just show you what goes where. He showed us a little bit, but a lot of it was hands-on. We pretty much learn it by teaching yourself. He would say we're going to do a little something different today and then you'd go out there and you'd do it. If you screwed it up, you screwed it up on your own. It made it feel you were actually learning something applicable. It made you feel like you were actually an adult...like they were actually teaching a worker to work. I felt a little more important than I did in the regular school.

- **Teacher actively reinforces student.**
  - course work
  - extra-curricular activities
  - tentative future plans
  - chooses student to participate (sports, musical performance, class presentations, etc.)

95-2-1 Chemistry Teacher SE(+) (A+)

He stayed after almost every single night for the entire year to help me. I would be the only one there... It didn't matter what time I left, he always seemed really happy to be there. He said anytime you want to stay after, I would be more than happy to stay with you, I just want to help you get through this. I know you can do it. He was really positive and encouraging and wasn't at all degrading. It was the first time that I needed help and I felt almost embarrassed to ask because I have kind of strict parents. I knew that I couldn't ask my family so it was just encouraging to know there was somebody there to help you if I needed it.

95-9-5 Running Coach/Skiing Instructor V(+)

He was part of my high school experience from 7th grade to senior year. I respected him a lot... he was kind of always there for us and gave up a lot of his time giving to, like watching us run, bringing water [out to us], going to meets, races on Saturdays. ...just because he would do all that for us it might have impressed me. ...he expected things out of you. ...I try to take time and actually care about people that there's no particular reason... that I should have to care for. ...like, there wasn't any reason he was obligated to spend time with us, but yet he did...

95-12-1 Guidance Counselor LC(+) (SE+)

I told him I wanted to go the Naval Academy. He took me under his wing and helped me out; totally encouraged me to do anything I wanted. Probably one of the best things he did was say "What happens if you don't get into the Naval Academy? Why don't you apply to some schools just in case?" He said apply here. He brought me down, took me to 2 football games, set up an interview, gave me a tour. If it wasn't for him, I might not have applied here. He read me well. He knew that I knew how to work. He said, "You don't really need any discipline--go somewhere else and do some things, be a little more free." Actually worked out really well and I'm glad that I came here. I came in as a general studies major, which is what he advised me to do because I didn't really know what I wanted to do. He knew no matter what I did, or no matter where I went, I was going to try to do it well.

95-12-3 English Teacher SE(+) (LC+)

He actually didn't want me to go to the Naval Academy because he didn't want to change who I was. He went to Vietnam and he hated it. He didn't like the way they manipulated people. He didn't like the way they changed your mind frame. He wrote me an excellent recommendation and said something like, "If you don't take this kid you're missing out on a lot." I didn't know that he thought that much of me. I remember reading it. I had to read it again--I was like, Holy cow! I knew he wouldn't lie just to help me out. He would (only) put down things that he felt were true. I knew or like to believe I have those things but to hear it from somebody else--somebody who I felt definitely knew what was going on--this did more for me than getting into the Naval Academy. I felt whatever my goals were and whatever I wanted to accomplish I could do and not just because I felt that way because he felt that way too and he saw that in me.

P95-3-12 College Counselor SE(+)

I graduated with honors at (community college), went to Career Counseling and said "I need a job." She said "No, you need to go on. Did you ever consider going to (4-year school)? If I show you you can do it and you can afford it, would you consider going?" She showed me. I applied, was accepted and I was thrilled. She said,"You know you can do it (academically)." I graduated with honors. I knew I could do it. Money is the only thing that would have held me back but now that I'm here, I'll take loans so I can get through. Now I'm determined to get through.

95-2-5 Physician/Nursing Teacher (College) LC(+) (SE+)

I had her for my entire year in nursing. She really led me along the right path without even knowing what it was that I wanted to do. She had no idea that I had considered teaching. She knew school came a little bit easy for me, and asked me one day if I'd considered it (teaching). She said I'll write you a recommendation to wherever you want to go. She had a sense I was unhappy there and I think she was very good at reading people. She was a positive enforcer--someone to say what you are doing is right. "Whoever might not think so, but I do." (She did) something that nobody else could or wanted to.

95-6-7 Guidance Counselor LC(+)

He thought it was pretty unique that somebody in 9th grade was looking to move out and go to college. He would lend me all kinds of college brochures and I could take them home...and I'd come back and take more out. He would stand behind me and say, "Well this brochure doesn't really tell you about such and such." If he knew something that wasn't in the books, he'd come tell me. So, it was pretty neat.

95-5-3 Mexican Basketball Coach SE(+)

(It) kind of sunk in gradually that he's said I was going to be a starting guard, which I got pretty excited about... That would be one specific instance that was pretty beneficial to me, that only after a day of seeing me play, he picked me out, reaffirmed my opinion that I was a pretty good ball player.

95-3-2 Chemistry Teacher SE(+)
(LC+)

I'm thinking I want to be an elementary teacher. He's like, "Oh, I praise you!" He said, "I work a lot better with older kids. That's great if you want to do that." It was positive for me--that you can talk to the teachers (about something) besides chemistry. It just made me kind of feel good that he praised people that can work with young children.

95-3-5 English Teacher A(+)
(SE+)

...write your own poem and you could put $2 in with it. Some faculty judges the poem, and I won second prize. So, I got like $13 back. But he would read my poems and he would say "Oh, you know, they are really good." I still write poetry. So that made me feel good, to have someone look at it that's more knowing in the subject. It wasn't garbage that I was writing. ...and he would give me tips about it.

- **Teacher makes space and facilities available for non-class activities.**
  - to visit with each other
  - to do extra or own work
  - to talk with teacher

95-7-4 Science Teacher A(+)

He used to let us hang there at lunch time. We'd go over to the chemistry lab and mess around. He'd let us do just about anything there. My friend and I used to do these projects. He (friend) had found an alchemy book and decided to try one of the recipes--we were going to make a crystal tree out of copper so we got all this apparatus and (teacher) let us use all the equipment and mess around. Science excited me because I could play with it.

95-7-4 Art Teacher A(-)
(LC+)

I was very bored with high school...and I spent a lot of time in the art room...you could go down to the art room if you had good grades--you could persuade the teacher to do anything which was another thing I learned in high school.

- **Teacher has non-school interaction with student and/or student's family.**
  - spends time with student after school hours
  - socializes with student's family
  - hires student part-time

95-13-4 English Teacher A(+)

He was actually kind of a friend of the family now, he and his wife. Through their daughter and their son, me and my sister got to know them. Now I'm in a lot of plays and he and his wife come to all our plays. ... and we go out to dinner.

95-5-3 Mexican Basketball Coach SE(+)

We had a good team and we all got along really well. The coach--he was young and he could talk to us as a friend but then again he could turn around and be our coach and tell us what to do but in a different way. Somehow it was different in that everybody did what he said and it worked out. mean he talked to us (and) we even hung out with him. Every now and then we would go out with him like after practice or after school we'd meet him somewhere. I didn't talk with him a lot but what interaction I did have with him was all pretty positive.

Relationship Actions Resulting in Negative Outcomes

- **Teacher fails to understand (or communicate understanding of) student point of view.**

95-5-1 Basketball Coach SE(-)

We were seniors. A group of sophomores who were pretty talented -- (he) played them saying they needed the experience. We thought we deserved to play a little bit more than we did. Between you and me, there was a pretty big conflict. I mean, it kind of ruined my senior year. I'd just had so much, I guess emotion, just frustration, then anger kind of bottled up. Every time I think back to it I get all, yeah, I mean...I still don't... We had a big team meeting, brought it out in the open and he just ignored it like there wasn't any problem. He didn't understand what we were complaining about, you know.

P95-1-4 Calculus Teacher A(-)

I got in the accelerated math program. Hey, I wanted to get out of accelerated. Parents wouldn't let me. Geometry -- my uncle was the teacher -- I hated it. But my parents and the school pretty much made me sign up for calculus. So I just kept... Hey, I wanted to drop. My teacher wouldn't let me drop. I'd do bad on my homework. He'd make me stay after school and do it again. I hated it. So, I just stopped doing my homework, failed the tests, and finally convinced him to let me out. It was just the way he treated me after that was "What a loser!" because I couldn't do calculus.

- **Teacher attacks or denigrates student as a person.**

95-13-3 Biology Teacher LC(-) (A-)

My biology class was a nightmare. The teacher was, he was evil. He'd put people down. If they raised their hand and said the wrong answer, it'd be like, "Why on earth would you think that? It's obviously this." Sometimes more harsh than that. He would joke about people. It was a complete negative experience for me so I wasn't really considering it after that as an interest.

95-13-5 AP English Teacher A(-)

My AP English teacher who basically made me afraid to write anything... An essay that I might have gotten an A on here (at college), she would have given me a C-, and it was impossible. She was kind of using her power to knock people down. When she turned papers back she would say things like, "I was very displeased with everyone's writing, and "Only Tom got an A on this paper." Yeah, she named names. I think it's very childish for a teacher to do. I think it's wrong. She would kind of attack people that spoke up in class but I would just sit there and be afraid to say anything. I think her favoritism showed in grades she gave people. It was really frustrating because I got so intimidated...(I couldn't write).

P95-1-4 Calculus Teacher A(-)

I got in the accelerated math program. Hey, I wanted to get out of accelerated. Parents wouldn't let me. Geometry. My uncle was the teacher. I hated it. But my parents and the school pretty much made me sign up for calculus. I wanted to drop. My teacher wouldn't let me drop. I'd do bad on my homework. He'd make me stay after school and do it again. I hated it. So, I just stopped doing my homework, failed the tests, and finally convinced him to let me out. It was just the way he treated me after that was "What a loser!" because I couldn't do calculus.

- **Labelling: Teacher decisions are based on a biased perception of student capabilities and character.**

95-11-2B English Teacher A(-)
SS(-)

(previously in the interview this teacher was described as) ...very supportive emotionally...it was okay to write/talk about very deep, personal feelings and have a teacher read them and feel safe. She would never judge you.

She was really great but one time she was very negative towards me. I can still feel it very strongly. I had been seeing a guy who wasn't held in very high esteem by the adult population of my town. We were talking about what was new with us. (I said,) "Well, I've been seeing this guy" and she's like, "Well, we don't want to hear anything about that." To me that was awful especially coming from her, someone who I would have thought would have been okay. That one sentence from her was really awful, it really hurt a lot. I know that influenced my openness towards the class and towards her (teacher). I think it really started a lot of the negative feelings I have towards the entire town because I was hanging out with someone who they didn't think was a good person and so they don't want to hear about it. We won't put any of that negative stuff on you if you don't say anything about it. You can still be this good little girl as long as you -- I'm in the good category and even if I break that category down, it's not seen. It says a lot about my town and the way people can treat each other and especially the way adults, in the sense of teachers and administrators, can just categorize so tightly that you can never break out.

Appendix B

Participant Education by Rurality of School and Gender (Total N=16)

High School Type	Female (N=11) No college	2 yr. college	4 yr.* college	Male (N=5) No college	2 yr. college	4 yr.* college	Grad* school
Urban-Suburban		1	2			1	
Urban-Rural		1**	2	1	1**	2	
Suburban-Rural	1		2				1
Rural-Rural			3				
	1	2	9	1	1	3	1

*Currently enrolled or graduated
**Continued to 4 yr. college

13 participants from Project PRYDe and three participants recruited at Cornell University